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ABSTRACT

The empirical relationships among about 90 reading objectives were examined. The objectives span late first-grade through the sixth-grade (nominally). The results of contingency analyses and correlational analyses are reported. The identification of learning hierachies is stressed. Such hierarchies are apparent in the early learning of reading skills, but reading tends to merge into a few major skills as proficiency is increased. The overall structure of the relationships among the 90 objectives is displayed and described. Implications are drawn for curriculum decisions, development of instructional materials, and test construction practices. (Author)

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AN EMPIRICAL STRUCTURE FOR READING OBJECTIVES

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CTB/McGraw-Hill

A paper presented at the

American Educational Research Association meetings in Chicago

April, 1974

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AN EMPIRICAL STRUCTURE FOR READING OBJECTIVES

A number of different kinds of relationships may exist between members of a given set of instructional objectives. Of primary interest is the dependency kind of relationship as described by Gagné and his coworkers (e.g., Gagné and Paradise, 1961; Gagné, Mayor, Garstens, and Paradise, 1962; Gagné, 1968). In this kind of relationship, gaining mastery of one objective is dependent upon or contingent upon having mastered one or more prerequisite objectives. Typically, a single "terminal" objective is analysed to determine the prerequisite tasks involved in mastering the objective and a learning hierarchy set up according to this task analysis. This procedure leads to establishing contingency relationships for very small segments of a curriculum. A good review of the literature concerning this work is given by Briggs (1968) and some recent examples can be found in Glaser and Nitko (1971). Gagné, however, seems to intend that an entire curriculum can and should be structured in this way. According to Gagné (1967):

> A curriculum is a sequence of content units arranged in such a way that the learning of each unit may be accomplished as a single act, provided the capabilities described by specified prior units (in the sequence) have already been mastered by the learner. (p. 23)

A "content unit" in Gagné's terminology can be considered an instructional objective. The discovery of real learning hierarchies in a subject matter area would be an important finding, since it would lead to the most efficient organization of the curriculum for that area.

Other relationships between objectives can also occur. A simple symmetric relationship represented by a correlation between the measures of two objectives may obtain. Objectives may also, of course, be unrelated or related in a correlational sense only through the operation of a third variable such as general intelligence. Two hierarchical or pseudo-hierarchical relationships may also exist in data that could confound the search for real dependencies. The first of these depends upon a developmental or maturational stage of cognitive development such as those proposed by Piaget. The second could occur simply because of the temporal order in which the objectives within a content area are traditionally taught. No apparent logical connection need exist between the objectives in either of these two cases.

A contingency relationship can be found (if one exists) between two objectives by examining a contingency table or the corresponding table of proportions:

		Obj. #2		
		0	1	
Obj. #1	0	P_{00}	P_{01}	$1 - P_{1\cdot}$
	1	P_{10}	P_{11}	$P_{1\cdot}$
		$1 - P_{\cdot 1}$	$P_{\cdot 1}$	1.00

where P_{00} is the proportion of cases not showing mastery of either objective 1 or objective 2, P_{01} is the proportion of cases not showing mastery of objective 1 but showing mastery of objective 2, and so on. $P_{1\cdot}$ is the

proportion of cases showing mastery of objective 1 whether or not they showed mastery of objective 2, that is, it is the observed difficulty of objective 1 (similarly for $P_{\cdot 1}$ for objective 2). If objective 2 is contingent upon objective 1, then P_{01} will be (stochastically) zero and P_{10} will be (stochastically) non-zero. In order to observe a contingency relationship, the objective difficulties must differ, since:

$$P_{1\cdot} = P_{10} + P_{11} \quad ,$$

$$P_{\cdot 1} = P_{01} + P_{11} \quad , \text{ and}$$

$$P_{1\cdot} - P_{\cdot 1} = P_{10} + P_{11} - P_{01} - P_{11} = P_{10} - P_{01} \quad .$$

If there is no difference in the difficulties of the two objectives, then no contingency relationship can be found, even if one, in fact, does exist. In an unselected sample, as is the case for the data I have, both objectives may be difficult or both easy or one difficult and the other easy. Only in the last case is it possible to find an apparent contingency relationship.

The data used in this study was obtained in the fall of 1972 using the Prescriptive Reading Inventory (CTB Staff, 1972), a criterion-referenced reading test including about ninety objectives across four levels of the test. The objectives were culled from the five most widely used basal reading series and are representative of reading instruction from late grade one through grade six. Each of the four levels of the test was administered to 500 to 1,500 students at each of two or three grade levels from first through sixth grade. Altogether, about 14,000 students

participated in the study.

The objectives of the Prescriptive Reading Inventory (PRI) are shown in Table 1. They have been edited to shorten them as much as possible without losing the meaning and several have been divided into two objectives in this list, since they seem to be different objectives as measured at different levels. The level of the test in which they appear is given after the objective and a short label is provided in parentheses. I will refer to the objectives by number or by label or both in the sequel. Each level of the test measures about 40 objectives of the 99 lisred and there is considerable overlap in the objectives measured from level to level.

The objective scores were dichotomized into mastered and not-mastered categories and, for each level, all $n(n - 1)/2$ possible two-by-two contingency tables were computed and converted to proportions. These tables were examined for indications of contingency relationships between objectives.

Since each objective in the PRI is necessarily measured by a small number of items, there is, theoretically, some chance that students will show mastery of an objective purely by guessing. This chance level can be determined from partial sums of the binomial distribution based on the number of alternatives per item, the number of items per objective, and the criterion score or cut-point taken to indicate mastery. An observed table of proportions can then be corrected for this chance factor. Let the following table represent the corrected proportions:

Obj. #1 \ Obj. #2	0	1	
0	π_{00}	π_{01}	$\pi_{0\cdot}$
1	π_{10}	π_{11}	$\pi_{1\cdot}$
	$\pi_{\cdot 0}$	$\pi_{\cdot 1}$	1.00

Let: α_1 = the probability of a false positive indication for objective 1,

α_2 = the probability of a false positive indication for objective 2,

β_1 = the probability of a false negative indication for objective 1, and

β_2 = the probability of a false negative indication for objective 2.

Further assume that $\beta_1 = \beta_2 =$ zero, that is, that students who have, in fact, mastered an objective always will show mastery on a measure of it. This is, of course, not true but neither is it an unreasonable assumption. Note also that I have assumed that students have either mastered or not mastered an objective, that is, I have not provided for partial knowledge which would (assuming partial knowledge is not mastery) inflate the number of false positive mastery indications above that for pure guessing. With these definitions and assumptions, then:

$$\left.\begin{aligned} P_{00} &= \pi_{00}(1-\alpha_1)(1-\alpha_2) \quad , \\ P_{01} &= \pi_{00}(1-\alpha_1)\alpha_2 + \pi_{01}(1-\alpha_1) \quad , \\ P_{10} &= \pi_{00}\alpha_1(1-\alpha_2) + \pi_{10}(1-\alpha_2) \quad , \text{ and} \\ P_{11} &= \pi_{00}\alpha_1\alpha_2 + \pi_{01}\alpha_1 + \pi_{10}\alpha_2 + \pi_{11} \quad . \end{aligned}\right\} \qquad (1)$$

and from equations 1:

$$\pi_{00} = \frac{P_{00}}{(1-\alpha_1)(1-\alpha_2)} \quad ,$$

$$\pi_{01} = \frac{P_{01}}{(1-\alpha_1)} - \frac{P_{00}(1-\alpha_1)\alpha_2}{(1-\alpha_2)} \quad ,$$

$$\pi_{10} = \frac{P_{10}}{(1-\alpha_2)} - \frac{P_{00}\alpha_1(1-\alpha_2)}{(1-\alpha_1)} \quad , \text{ and} \qquad (2)$$

$$\pi_{11} = P_{11} - \frac{P_{00}\alpha_1\alpha_2}{(1-\alpha_1)(1-\alpha_2)} - \frac{P_{01}\alpha_1}{(1-\alpha_1)} + \frac{P_{00}\alpha_1\alpha_2(1-\alpha_1)}{(1-\alpha_2)}$$

$$- \frac{P_{10}\alpha_2}{(1-\alpha_2)} + \frac{P_{00}\alpha_1\alpha_2(1-\alpha_2)}{(1-\alpha_1)} \quad .$$

Consider the following table of observed proportions:

		Obj. #3		
		0	1	
Obj. #1	0	.106	.090	.196
	1	.155	.649	.804
		.261	.739	1.000

Using equations 2, the table corrected for guessing is:

Obj. #3

Obj. #1	0	1	
0	.191	.094	.285
1	.181	.567	.748
	.372	.661	1.033

(The reason the cell entries do not sum to unity is because of rounding error inherent in the method of computation.) Since both objectives are rather easy, there may be a contingency hidden here, but these data do not support that hypothesis.

Now consider this table of observed proportions:

Obj. #17a

Obj. #1	0	1	
0	.168	.020	.188
1	.488	.324	.812
	.656	.344	1.000

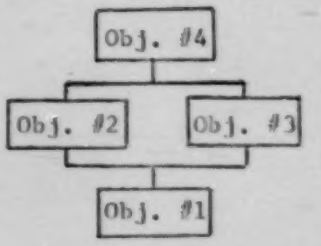
The table corrected for guessing is:

Obj. #17a

Obj. #1	0	1	
0	.236	.019	.255
1	.456	.296	.752
	.692	.315	1.007

Even though the 01 cell (.019) is more than three standard errors from zero (S.E. = .0058), I will accept this table as representing a probable contingency relationship between the two objectives. The proportion, .019, represents about 10 students out of 547. I have assumed no partial knowledge, which, if it exists, would inflate the false positive indications of mastery. For these objectives, there is some independent data that indicates that partial knowledge is, in fact, operating (Roudabush and Green, 1972; Roudabush, 1974). As a rule-of-thumb, I have accepted four to five percent as representing the effects of partial knowledge (thus increasing the odds of guessing correctly), provided the 10 cell is substantially larger.

These two examples are relatively clear-cut, but most of the tables fall somewhere in between. Because of the assumptions involved in these procedures and the dependence of an indication of a contingency on relative objective difficulty, some additional liberties were taken with the data in setting up the structures that are described here. Consider the following structure:



Without additional knowledge, there is an ambiguity in this structure. It could mean that both objectives 2 and 3 are prerequisite to mastery of objective 4, or it could mean that objectives 2 and 3 represent alternate

routes to mastery of objective 4, that is, it could mean that the route Obj. #1 → Obj. #2 → Obj. #4 is, in some sense, equivalent (or replaceable by) the route Obj. #1 → Obj. #3 → Obj. #4. Assuming a (relatively) low correlation between mastery of objectives 2 and 3, the first case would be indicated by a "strong" contingency relationship between objectives 2 and 4 and between objectives 3 and 4, as well as a "strong" contingency relationship between objectives 1 and 2, 1 and 3, and 1 and 4. The second case would be indicated by a "weak" contingency relationship between objectives 2 and 4 and between objectives 3 and 4, but still with a "strong" contingency relationship between objectives 1 and 2, 1 and 3, and 1 and 4. Having established that π_{01} is not unreasonably different from zero, the quantity $S = \pi_{10} - \pi_{01} = \pi_{1.} - \pi_{.1}$ can be taken as an index of the "strength" of a contingency relationship. This index is dependent on the differences in the difficulties of objectives and, therefore, depends on where you have caught your sample in their journey through a curriculum. It also, unfortunately, implies that a contingency relationship is not an either/or relationship, but rather a continuum from zero contingency to one (complete contingency). For objectives like the PRI objectives, which seem to have an underlying continuum of proficiency, this may, indeed, be the case, but, in practice, one must establish criteria for a "strong" contingency, a "weak" contingency, and no contingency. These criteria will of necessity be based upon subjective judgment.

Now, finally, consider Figure 1. Figure 1 shows the structure of objectives for Level A of the PRI. In order to completely understand the figure, it is important to refer back to the written objectives as given in Table 1, rather than to rely too heavily on the short labels. First notice

objective 7a, syllables: number, in the lower left of the figure. Being able to count the number of syllables in a spoken word seems unrelated to any of the objectives in this level of the PRI. It undoubtedly depends on some lower level objectives not measured by the PRI such as letter/sound correspondence, but it is an ability that is taught and learned in reading texts that seems not to contribute to other reading abilities. Next notice objectives 1, 3, 4, and 5 having to do with vowel and consonant sounds. These are prerequisite to objectives 28, subject verb agreement: irregular verbs, and 44, sentence sense (which is recognizing nonsense sentences), but to nothing else. The comprehension objectives at the top of the figure, except for 83a, reality and fantasy, and 67a, main idea, are all relatively independent of the phonic and structural analysis objectives in the center portion of the figure.

Figure 2 shows the obtained structure of objectives for level B of the PRI. Here, again, there is one objective that seems unrelated to any other objective at this level of the test. It can be found in the lower left part of the figure. It is objective 5, consonant substitution: initial and final. In level A, this objective was prerequisite to objectives 28, subject verb agreement: irregular verbs, and 44, sentence sense, neither of which are included in level B of the test. It therefore appears to be an isolated objective. The isolated objective in level A, 7a syllables: number, appears here in level B as prerequisite for one other objective which is, itself, an end point: 26, word structure: endings with spelling changes. (Objective 7b requires the student to count the number of syllables in a printed word as opposed to 7a which requires the student to count the number of syllables in

a spoken word.) Again, most of the comprehension objectives do not depend upon the phonic and structural analysis objectives clustered in the center of the figure. The only exception is objective 67a, main idea, which, as in level A, has more discrete objective prerequisites.

In Figure 3, the obtained structure of objectives for level C of the PRI is displayed. There are complex interrelations apparent here which indicate that the phonic and structural analysis skills have become important for (somewhat) more advanced reading comprehension. The structure of the comprehension objectives, perhaps because there are more of them, has become more complex. The single punctuation objective, in the lower left of the figure, is unrelated to other discrete objectives, but seems to be of importance for some types of reading comprehension objectives.

The last figure, Figure 4, shows the obtained structure of objectives for level D of the PRI. The tendency towards greater contingency of the comprehension objectives on the discrete phonic and structural analysis objectives noted in Figure 3, is continued here and the whole process of reading seems to be converging upon one (or perhaps a few) unitary skill.

In interpreting this series of apparent learning hierarchies, it is important to keep in mind that they were derived from an uncontrolled survey testing and that they are subject to a certain amount of error of measurement and of judgment (on my part). No single contingency relationship should be regarded as established, but, on the other hand, the overall patterns and the progression from one level to the next seem reasonable. One conclusion that might be drawn is that phonic and structural analysis objectives are generally

taught before they are needed to progress in reading skill. It would, perhaps, be better to postpone instruction on these objectives until they become important for comprehension. There may be some such objectives that are not needed at all, such as counting the number of syllables in a word. This is corraborated by a study by Glass and Burton (1974). Syllabication may, however, be important for other areas of language arts such as writing. The same may be true for other phonic and structural analysis objectives.

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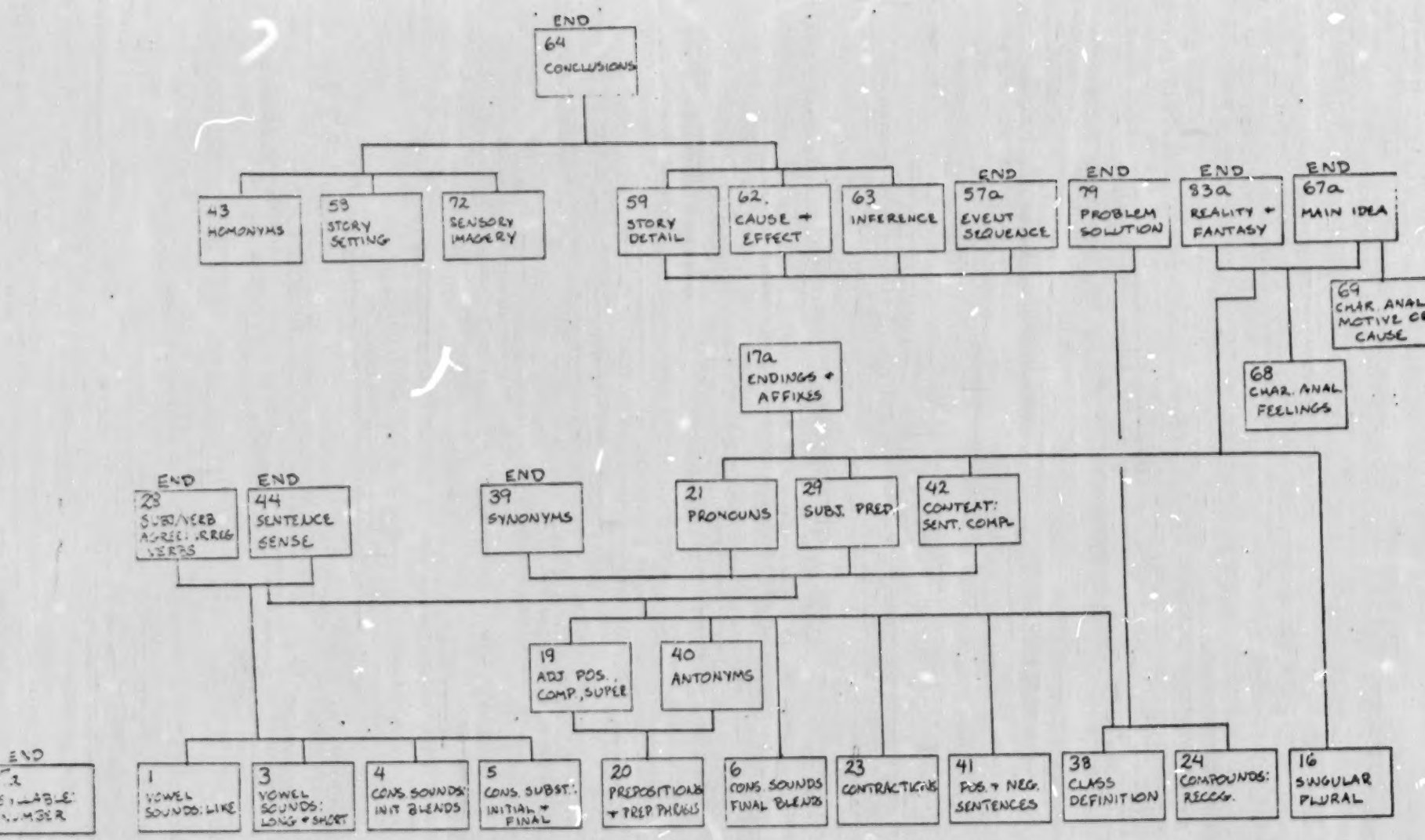

Figure 1. The empirical structure of objectives for Level A of the Prescriptive Reading Inventory.

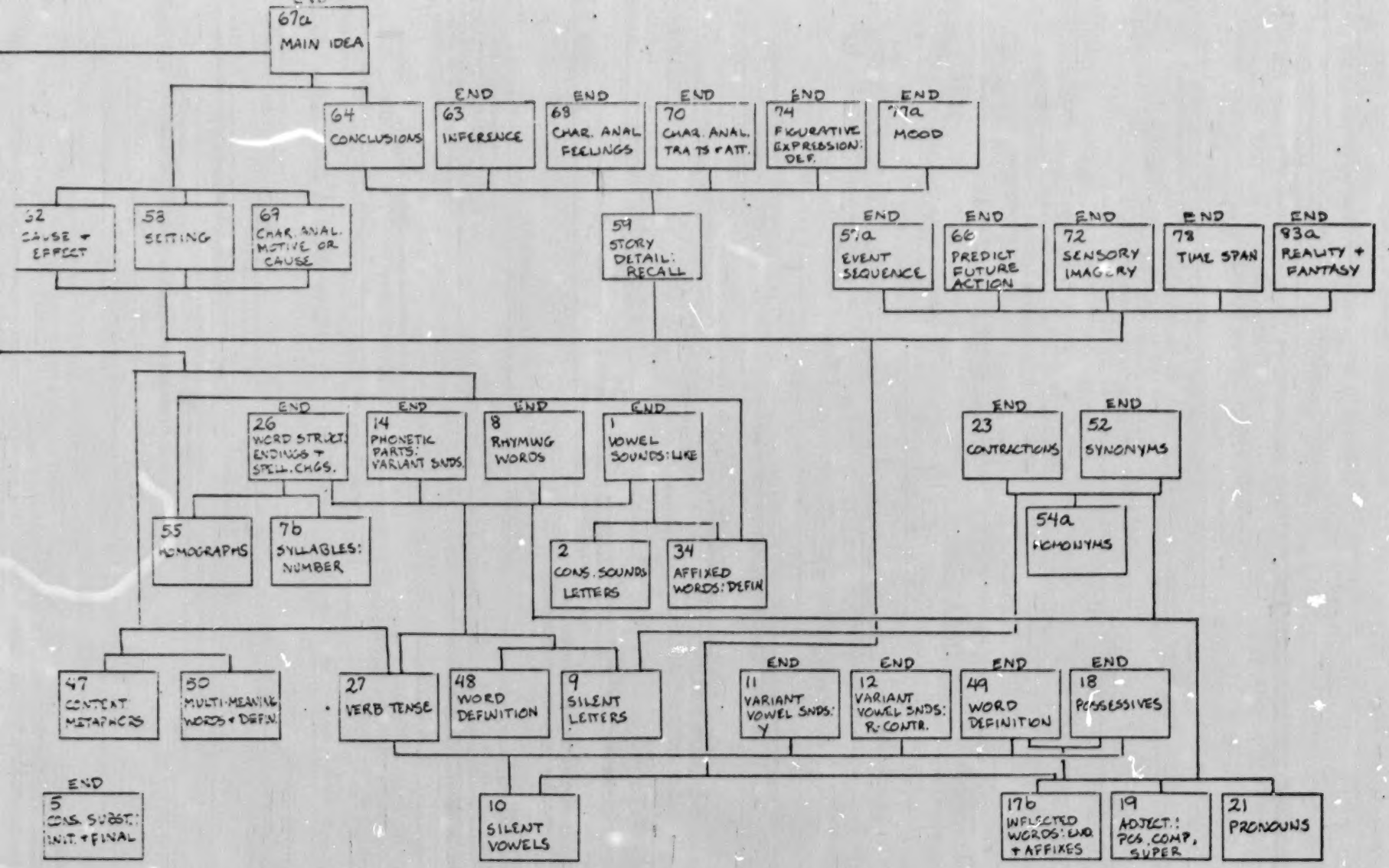
67a MAIN IDEA
64 CONCLUSIONS
END 63 INFERENCE
END 68 CHAR. ANAL. FEELINGS
END 70 CHAR. ANAL. TRAITS + ATT.
END 74 FIGURATIVE EXPRESSION: DEF.
END 77a MOOD
62 CAUSE + EFFECT
58 SETTING
69 CHAR. ANAL. MOTIVE OR CAUSE
59 STORY DETAIL: RECALL
END 57a EVENT SEQUENCE
END 66 PREDICT FUTURE ACTION
END 72 SENSORY IMAGERY
END 78 TIME SPAN
END 83a REALITY + FANTASY
END 26 WORD STRUCT: ENDINGS + SPELL. CHGS.
END 14 PHONETIC PARTS: VARIANT SNDS.
END 8 RHYMING WORDS
END 1 VOWEL SOUNDS: LIKE
END 23 CONTRACTIONS
END 52 SYNONYMS
55 HOMOGRAPHS
76 SYLLABLES: NUMBER
2 CONS. SOUNDS LETTERS
34 AFFIXED WORDS: DEFIN
54a HOMONYMS
47 CONTEXT METAPHORS
50 MULTI-MEANING WORDS + DEFN.
27 VERB TENSE
48 WORD DEFINITION
9 SILENT LETTERS
END 11 VARIANT VOWEL SNDS: Y
END 12 VARIANT VOWEL SNDS: R-CONTR.
END 49 WORD DEFINITION
END 18 POSSESSIVES
END 5 CONS. SUBST.: INIT. + FINAL
10 SILENT VOWELS
176 INFLECTED WORDS: END + AFFIXES
19 ADJECT.: POS., COMP., SUPER
21 PRONOUNS

Figure 2. The empirical structure of objectives for Level B of the Prescriptive Reading Inventory.

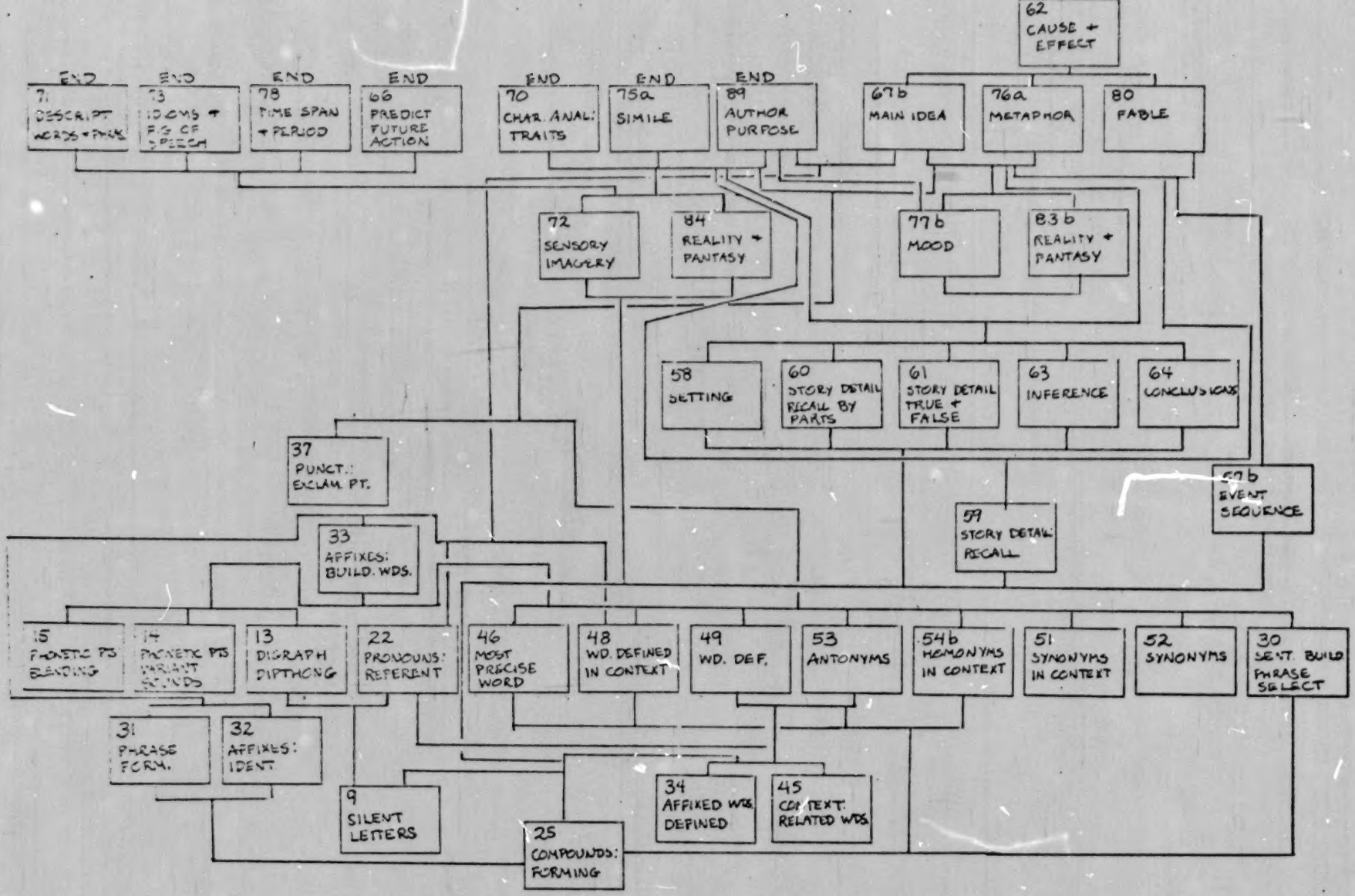

Figure 3. The empirical structure of objectives for Level C of the Prescriptive Reading Inventory.

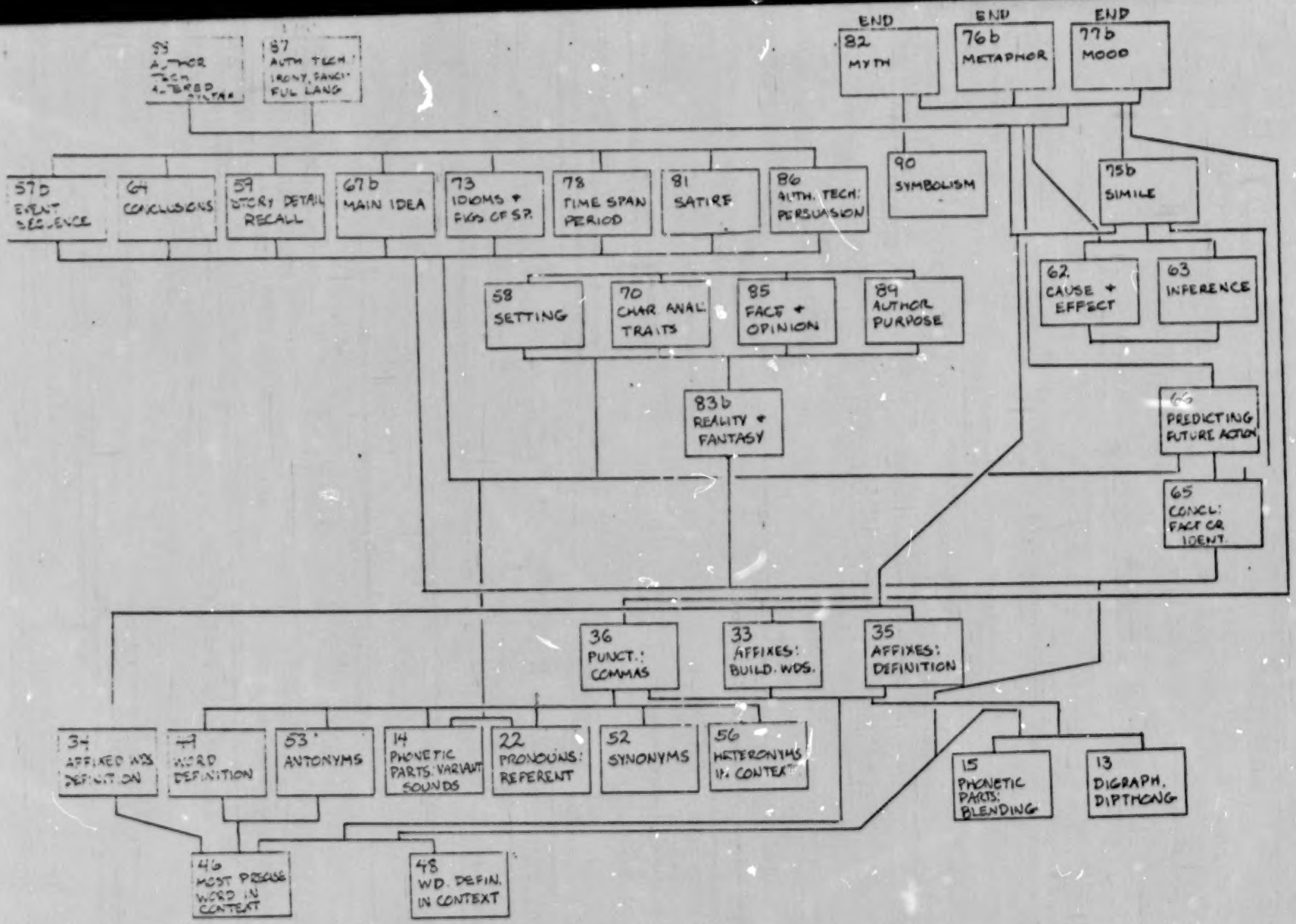

Figure 4. The empirical structure of objectives for Level D of the Prescriptive Reading Inventory.

TABLE 1

PRI Objectives

1. The student will be able to recognize like vowel sounds by choosing the word with the same vowel sound as a given printed word. (vowel sounds: like) A, B

2. The student will be able to identify the letter representing a consonant sound by identifying a printed word that contains the sound presented orally. (consonant sounds: letters) B

3. The student will be able to distinguish between long and short vowel sounds by identifying a printed word that contains the sound presented orally. (vowel sounds: long and short) A

4. The student will be able to select the correct word to complete a sentence given words which differ only in their initial consonant blends. (consonant sounds: initial blends) A

5. Given a printed word, the student will be able to choose from specified consonants, one which would make a new word if substituted for the initial or final consonant in the word. (consonant substitution: initial and final) A, B

6. The student will be able to select the correct word to complete a sentence given words which differ only in their final consonant blends. (consonant sounds: final blends) A

7a. The student will be able to identify the number of syllables in words presented orally. (syllables: number) A

7b. The student will be able to identify the number of syllables in printed words. (syllables: number) B

8. The student will be able to identify rhyming words. (rhyming words) B

9. The student will be able to identify silent letters within given words. (silent letters) B, C

10. The student will be able to identify silent vowels in given words. (silent vowels) B

11. The student will be able to identify a word containing the same sound as the y sound in a given word. (variant vowel sounds: y) B

12. The student will be able to identify a word that contains the same r-controlled vowel sound as a given word. (variant vowel sounds: r-controlled) B

13. The student will be able to identify a word that has the same sound as an underlined digraph or dipthong in a given word. (variant vowel sounds: digraph, dipthong) C, D

14. The student will be able to identify a word that has the same sound as an underlined part of a given word. (phonetic parts: variant sounds) B, C, D

15. The student will be able to blend phonetic parts to build new words by joining together the underlined parts of two given words. (phonetic parts: blending) C, D

16. The student will be able to identify singular or plural words from given words. (inflected words: singular/plural) A

17a. The student will be able to identify a word with the proper ending (ed, s, ing) to complete a sentence. (inflected words: endings and affixes) A

17b. The student will be able to identify an affix that makes sense when added to a word in a phrase or sentence. (inflected words: endings and affixes) B

18. The student will be able to identify the correct possessive form of a noun or pronoun to complete a given sentence. (possessives) B

19. The student will be able to identify the correct form of an adjective - positive, comparative, or superlative - to complete a sentence. (adjectives: positive, comparative, superlative) A, B

20. The student will be able to identify the correct prepositional phrase in order to complete a sentence that describes a given picture. (prepositions and prepositional phrases) A

21. The student will be able to identify the correct pronoun to complete a sentence. (pronouns) A, B

22. The student will be able to identify the referent of a given pronoun in a sentence. (pronouns: referent) C, D

23. The student will be able to identify contractions for given word pairs or identify word pairs given their contracted form. (contractions) A, B

24. The student will be able to identify compound words. (compounds: recognition) A

25. The student will be able to identify compound words or be able to form compound words. (compounds: forming) C

26. The student will be able to identify the root word given a word with an affix requiring a spelling change or identify from a given root word the corresponding affixed word requiring a spelling change. (word structure: endings with spelling changes) B

27. The student will be able to identify the correct verb phrase to complete a sentence in the present or past tense. (verb tense) B

28. The student will be able to identify the correct form of an irregular verb to complete a given sentence. (subject-verb agreement: irregular verbs) A

29. The student will be able to combine given subjects and predicates to form meaningful sentences. (sentence building: subject-predicate) A

30. The student will be able to identify the correct phrase to complete a sentence. (sentence building: phrase selection) C

31. The student will be able to indicate whether given phrases in sentences tell when, where, how, or what kind. (phrase information) C

32. The student will be able to identify prefixes and suffixes in affixed words. (affixes: identifying) C

33. The student will be able to identify the correct affix to complete a word to make a meaningful sentence or phrase. (affixes: building words) C, D

34. The student will be able to identify the correct definitions of affixed words. (affixed words: definition) B, C, D

35. The student will be able to identify the definition of the affix in an affixed word. (affixes: definition) D

36. The student will be able to identify the misuse of commas in general punctuation, to set off adjectival phrases and in series. (punctuation: commas) D

37. The student will be able to indicate which of several given sentences requires an exclamation point. (punctuation: exclamation point) C

38. The student will be able to identify a word which falls within a class definition. (like and unlike entities: class definition) A

39. The student will be able to identify synonyms for given words. (like and unlike entities: synonyms) A

40. The student will be able to identify antonyms for given words. (like and unlike entities: antonyms) A

41. The student will be able to identify sentences which describe given pictures. (like and unlike entities: positive and negative sentences) A

42. The student will be able to identify the appropriate word to complete an incomplete sentence. (use of context: sentence completion) A

43. The student will be able to identify the correct homonym from a given pair to complete an incomplete sentence. (use of context: homonyms) A

44. The student will be able to identify nonsense sentences. (sentence sense) A

45. The student will be able to identify a word from among words related in meaning to appropriately complete an incomplete sentence. (use of context: related words) C

46. The student will be able to identify the most suitable or precise word to complete an incomplete sentence. (use of context: most precise word) C, D

47. The student will be able to identify the correct definition of a metaphorical phrase in context. (use of context: metaphors) B

48. The student will be able to identify the correct definition of a word as it is used in a given sentence. (use of context: word definition) B, C, D

49. The student will be able to identify the correct definition of a word given in isolation. (word definition in isolation) B, C, D

50. Given a particular definiton of a multi-meaning word, the student will be able to identify a sentence in which the word is used in the sense defined. (multi-meaning words and definitions) B

51. The student will be able to identify the correct synonym for a word as it is used in a given sentence. (use of context: synonyms) C

52. The student will be able to identify the correct synonym for a word given in isolation. (synonyms in isolation) B, C, D

53. The student will be able to identify the correct antonym for a word given in isolation. (antonyms in isolation) C, D

54a. The student will be able to identify the correct homonym from a given pair to complete an incomplete sentence. (use of context: homonyms) B

54b. Given a pair of homonyms, the student will be able to identify a sentence which uses one of them correctly from among others which do not (use of context: homonyms) C

55. The student will be able to identify the correct homograph from two given phonetic transcriptions (e.g. w̆ind, w̄ind) to complete a given incomplete sentence. (use of context: homographs) B

56. Given two heteronyms divided and accented (e.g., des' ert, de sert'), the student will be able to identify a sentence which uses one of them correctly from among others which do not. (use of context: heteronyms) D

57a. The student will be able to identify what happened or what a character did first or last in a given story. (event sequence) A, B

57b. The student will be able to indicate when a particular event occurred in a story in relation to other events. (event sequence) C, D

58. The student will be able to identify the setting of a story, a designated part of a story, or where particular events occurred in a story. (story setting) A, B, C, D

59. The student will be able to identify specific events, places, or names that occurred in a given story. (story detail: recall) A, B, C, D

60. The student will be able to identify the part of a story in which given events occurred. (story detail: recall by parts) C

61. The student will be able to identify true and false statements about events in a given story. (story detail: true and false statements) C

62. The student will be able to identify the cause of a given effect in a story or the effect of a given cause in a story. (cause and effect) A, B, C, D

63. The student will be able to make correct inferences about reading material or answer questions that require inferences to be made. (inference) A, B, C, D

64. The student will be able to draw conclusions from reading material or answer questions that require conclusions to be drawn. (conclusions) A, B, C, D

65. The student will be able to identify the clues in reading material that lead to a conclusion. (conclusions: factor identification) D

66. The student will be able to anticipate or predict future action or events based upon reading material. (predicting future action) B, C, D

67a. The student will be able to identify the most appropriate word, phrase, or sentence that describes the main idea of a passage or select the most appropriate title for a passage. (main idea) A, B

67b. The student will be able to identify the most appropriate sentence or summary statement that gives the main idea of a passage, select the most appropriate title for a passage, and identify the moral or lesson of a passage. (main idea) C, D

68. The student will be able to identify the feelings of a character at a particular time or throughout a story. (character analysis: feelings) A, B

69. The student will be able to identify the reason for, or justification of, a story character's action. (character analysis: motive or cause) A, B

70. The student will be able to identify descriptive words or sentences applying to the traits or attitudes of characters in a story. (character analysis: traits and attitudes) B, C, D

71. The student will be able to identify appropriate descriptive words or phrases for a person or thing. (descriptive words and phrases) C

72. The student will be able to identify the most intense or appropriate imagery for a given sense or indicate the sense to which given sensory images appeal. (sensory imagery) A, B, C

73. Given an idiom or figure of speech, the student will be able to identify its literal meaning. (idioms and figures of speech: meaning) C, D

74. The student will be able to identify the definition of a figurative expression as used in a sentence or story. (figurative expression: definition) B

75a. Given an example, the student will be able to identify a simile. (simile) C

75b. The student will be able to define a simile or identify a sentence containing a simile. (simile) D

76a. Given an example, the student will be able to identify a metaphor. (metaphor) C

76b. The student will be able to define a metaphor or identify a sentence containing a metaphor. (metaphor) D

77a. The student will be able to identify story elements that set the mood of a story. (mood) B

77b. The student will be able to identify story elements that set the mood of a story or choose the mood that describes a story. (mood) C, D

78. The student will be able to identify the period or the time span of a story, a part of a story, or a particular event in a story. (time span and period) B, C, D

79. Given a simple problem, the student will be able to identify the best solution from those given. (problem solution) A

80. The student will be able to identify a story as being a fable and choose the correct reason for identifying it as a fable. (fable) C

81. The student will be able to identify the techniques and effects of satirical writing. (satire) D

82. The student will be able to identify a story as being a myth and choose the correct reason or indication for identifying it as a myth. (myth) D

83a. The student will be able to identify make-believe and real sentences in a group of sentences. (reality and fantasy) A, B

83b. The student will be able to identify real and make-believe elements in a given story. (reality and fantasy) C, D

84. The student will be able to identify elements in a story that could or could not be true. (reality and fantasy) C

85. The student will be able to identify elements in a story that are presented as fact or as opinion. (fact and opinion) D

86. The student will be able to identify an author's attempts to sway the reader to a particular point of view. (author technique: persuasion) D

87. The student will be able to identify fanciful language and its purpose and ironical statements in a story. (author technique: irony; fanciful language) D

88. The student will be able to identify altered syntax and answer questions about altered syntax. (author technique: altered syntax) D

89. The student will be able to identify the purpose of a given passage. (author purpose) C, D

90. The student will be able to identify the meaning of symbolic elements of a given story. (symbolism) D